

2017 Annual School Report

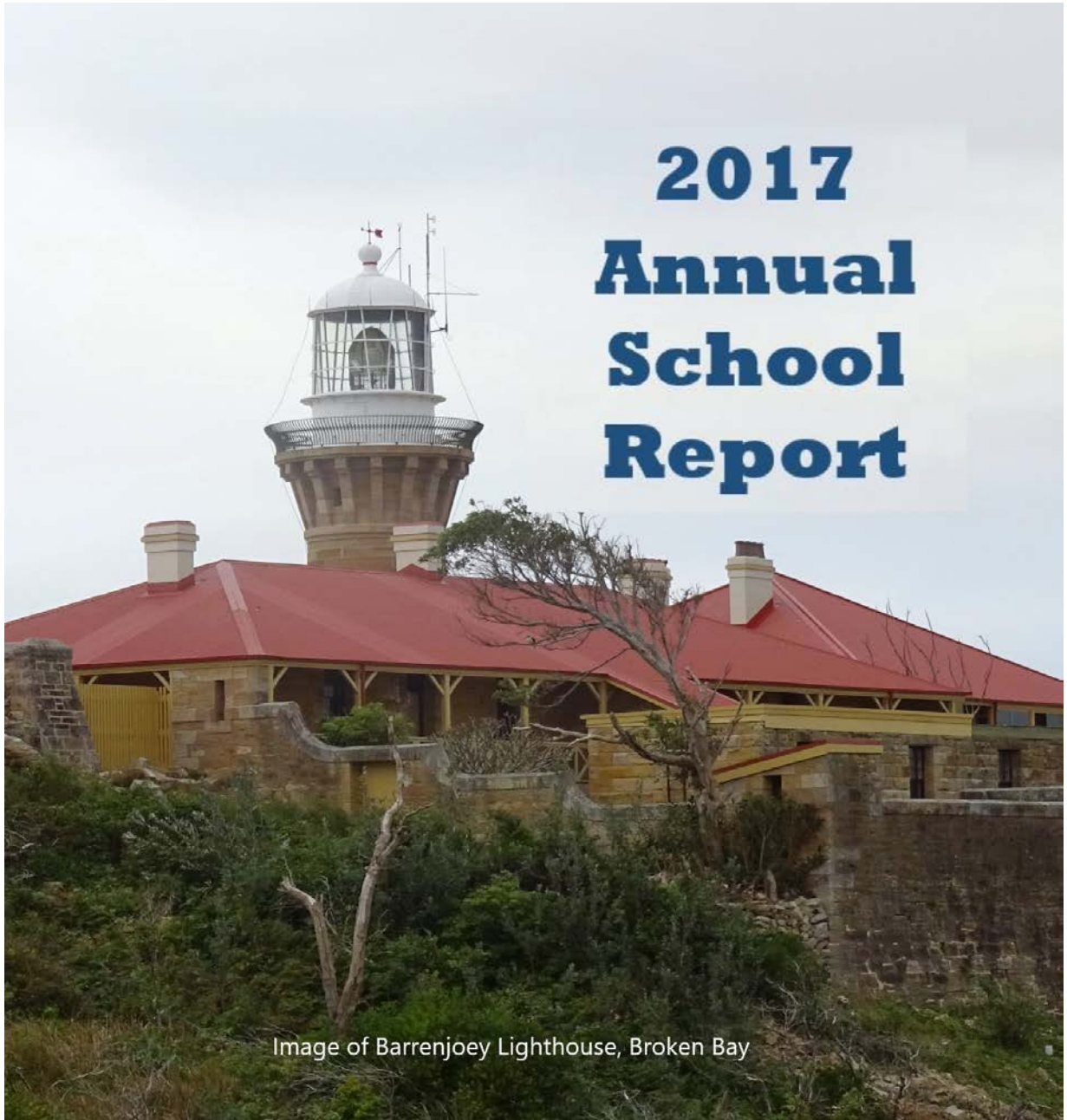


Image of Barrenjoey Lighthouse, Broken Bay



Our Lady of Dolours Catholic Primary School, Chatswood

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ABOUT THIS REPORT

Our Lady of Dolours Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

As a vibrant community striving for excellence in education and relationships grounded in respect for all, we are committed to the values and ideas encapsulated in our Mission Statement:

United in Faith

Nurturing a vibrant learning community

We celebrate our cultural diversity

Journeying together

To be our Best

2017 School Improvement Plan successfully focused on three main areas:

- Mission: 1. Developing quality assessment strategies in Religious Education and
2. enhancing the 'Mercy charism' in all aspects of the school and community life
- Learning and Teaching: Establishing an authentic 'Culture of Thinking' in all learning and teaching K-6. ie developing students' innovation, problem solving skills and curiosity
- Pastoral Care: Engaging students and teachers in Stage 2 of the Social, Emotional Learning (SEL) Continuum ie analysing data, to determine class/school trends/needs

Towards the end of 2017, school staff, students and parents engaged in a consultative process to determine our new School Vision and direction 2018-2020. The cornerstone summary of our new united direction is consolidated in the following:

At Our Lady of Dolours, from 2018-2020, we will:

Ignite

Innovate and

Include

In Mercy

Parent Body Message

This year, parents supported the school to give our children a multi-faceted and memorable learning experience. We aimed to complement learning through a cross-section of parent-driven initiatives both within and outside the school. Sport, creative arts, dance, creative writing, financial literacy and social justice are among the many areas that have been positively strengthened by the efforts and energy of our active parent community.

In contributing to the school as a Class Parent, a helper at excursions, or in many other ways, we work in partnership with our school to collectively pursue shared goals for our children. Parent involvement is a powerful enabler for the educational, social and spiritual development of our children.

We can celebrate a tremendous community spirit that generously contributed to fundraising activities and successfully securing grant funding that was directed to school improvement. Perhaps our greatest accomplishment is the nurturing of a culture of co-operation within the parent community which genuinely supports and takes care of each other; a vital springboard from which we launch into 2018!

Student Body Message

2017 was a wonderful leadership year for all students in Yr 6; throughout the year, we were commonly reminded that all Yr 6 students are 'leaders' who set the tone of the school for the younger students to copy.

This year, we benefited from our leadership camp, public speaking competition and numerous fundraisers for the needy; however, we will never forget the fantastic Creative Arts Festival that showcased the whole school's talent from K-6.

Another fantastic thing we did was lead the first ever "Our Lady of Dolours Writers' Festival" where we actually created a school story book titled, "The Adventures of Archer" that we had professionally published.

Perhaps the most exciting thing we achieved was naming our colour house teams with meaningful titles that reflect our school history. This is a great legacy we are leaving behind.

Thank you to all the fantastic staff who helped us achieve so much not only in 2017, but throughout all our years at Our Lady of Dolours catholic School, Chatswood.

SECTION TWO: SCHOOL FEATURES

School Features

Our Lady of Dolours Catholic Primary School Chatswood, is a Catholic systemic co-educational school.

Our Lady of Dolours Catholic Primary school is located in the Diocese of Broken Bay on Sydney's lower North Shore in the central business district of Chatswood. Students are primarily drawn from the neighbouring areas of Chatswood, Willoughby, Roseville, Artarmon, Castle Cove, Lane Cove, Naremburn and North Ryde.

Our Lady of Dolours School was established by the Sisters of Mercy in 1896 on the present site. In 2017 we had approximately 320 students attending our school from a variety of cultural backgrounds. These students were well supported in their learning by 18 full and part-time teachers. Music, Physical Education and Library were taught by specialist teachers on a weekly basis. Extra-curricular activities include keyboard, chess lessons, robotics at lunchtime and Mandarin classes after school. There are also opportunities to join the school band, string ensemble and choir. The school has teams in soccer and netball that participate in the local area's Saturday sport competitions.

The school is known for its annual Creative Arts Festival which has a long tradition at OLD. This festival is held in Term 3 of each year and all children perform on stage in the nearby Chatswood Concourse Theatre.

This year, we hosted the inaugural Writers' Festival that was funded by a generous community grant. Importantly too, all classes K-6 wrote stories that were professionally published into a stunning book titled, "The Adventures of Archer".

Public Speaking is highly valued and nurtured in all classes K-6. There is an annual competition K-6 and winners in the Year 6 competition progress to the North Shore Cluster Finals. This year, one of our Year 6 students won the Cluster Finals Competition and progressed to the Diocesan Finals. We are very proud to advertise that this student succeeded to become the outright winner in the Diocese of Broken Bay!

This year, the school invested substantially in computer technology securing an additional 90 chrome books and 5 new interactive panel boards. All students in Stage 3 now have their own individual computer device.

Substantial funds were injected into the playground too; most notably, synthetic grass was installed over a large area.

Finally, the school successfully applied for a Community Clubs Grant. This funding will be directed to developing a community garden in the strip of land facing Ferguson Lane. At the beginning of 2018, Stage 3 students will have an important role in developing this project.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2017. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
156	158	211	314

* Language Background Other than English

School enrolments have remained steady with a slight increase of about 15 students in 2017. The average class size in 2017 was 26 children. At the conclusion of their primary education, the majority of boys move to St Pius X College and most girls enrol at Mercy Catholic College.

Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2017 was 94.26 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94 %	94 %	94 %	96 %	94 %	95 %	93 %

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [*Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System*](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School website](#). The following information describes the staffing profile for 2017:

Total number of teaching staff by NESA category	21
Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	21
Category (ii): having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0
Total number of staff	25
Number of full time teaching staff	12
Number of part time teaching staff	9
Number of non-teaching staff	4

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	Developing a 'Culture of Thinking' K-6 in all aspects of learning and community life.
Day 2	Deepening our understanding of our school's history and the 'Mercy charism'
Day 3	Stage 2 of the Social, Emotional Learning (SEL) Continuum - assessing the individual progress of all students K-6

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

During 2017, the school community has connected with the Catholic Worldview through the RE curriculum, Masses and liturgies, social justice initiatives, scripture, prayer, song, sacraments and drama. The sacraments have been supported by the RE curriculum. All staff are involved in liturgy planning teams and we engage and involve children, parents and members of the parish. Parish priests visit each class once a year to discuss current RE modules with the students. Year One students visit the parish Atrium to support learning in the Advent units. The Youth Group leaders from the parish visit Year 6 classes about using the gifts of the Holy Spirit as they move on. Year 3 to 6 attend Reconciliation once a year. Classes also attend parish Mass on occasion. This year, the REC has worked closely with teachers and has been involved in co-teaching and post lesson analysis. The goal of this professional development has been to: enquire continually into teaching to improve learning and understanding for the students, for teachers to give marks with good reason and for teachers to understand that their role of teaching is one of inquiry – how do we improve what we're doing? There has been a focus on embedding Cultures of Thinking into RE programs, with the assistance of the Mission Services team and the REC working with staff. There has been a focus on using 'The Understanding Map' for good questioning and programming. A focus on the actual task design has also been a part of the PL journey to ensure teachers are giving students the opportunity to demonstrate their thinking and understanding in RE.

We regularly pray together as a staff. We have also embedded a 'School Prayer' into the student's daily lives and all students know this prayer.

This year, each class has been given a grade 'focus' Mercy value (eg. Integrity). The Mercy College Year 10 Youth Ministry group and the Year 6 Mercy Action Group led the classes in a liturgy based around their given class Mercy value. The Mercy story was also reinforced by the dramatisation of the Catherine McAuley story (K to 6) by 'The Blue Whale Theatre Company'. The Mercy Action Group makes regular visits to classes to educate children about the Social Justice significance underlying our fundraisers.

In partnership with the Parish's Social Justice Ministry, the school community collected and contributed to a food collection for Migrant and Refugee Sunday. We have also raised money for the parish in partnership of their support of an orphanage in East Timor. Other Social Justice initiatives include Caritas Project Compassion, environmental focus to raise money for Catholic Mission and Samaritan's Purse. The REC has also had regular meetings with the Social Justice team from the Parish.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Throughout 2017, our curriculum projects were established to increase student engagement and challenge and in turn improve student learning outcomes.

Professional learning for teachers centred on Writing, Google apps for education, Cultures of Thinking (COT) and assessment (with a specific focus in Religious Education). Teachers had professional learning time to develop programs with specialist teachers or CSO consultants for History, Geography, PDH, Mathematics and aspects of the English block. They also participated in a co-teaching cycles focusing on rich, assessment tasks for Religious Education and writing lessons that used pedagogies previously explored during PL experiences.

Exploring and investigating COT allowed teachers to develop their own COT which, in turn, translated into making thinking more visible in the classroom. We have endeavoured to transform our students into critical and creative thinkers that use a variety of thinking strategies to challenge themselves and extend their learning.

The purchasing of a large amount of ICLT hardware enabled teacher to develop their pedagogies to include Google Apps for Education, ipad apps and a range of techniques to incorporate technology in every aspect of learning. Our Stage 3 students have 1-to-1 Chromebooks, Stage 2 have 1 Chromebook for every 2 students and out infant classes each have 12 ipads in their classrooms. Each teacher now also has an ipad to build teacher confidence and capacity.

A strong partnership is continuing to be formed with Mercy College. This year, students participated in Financial Literacy programs, a before school reading program and Road Safety drama performances. Community partnerships were also heightened with initiatives from; Life Education program and Chatswood Police teaching cyber bullying; Willoughby Council writing competition; 'Little Big Ideas Competition'; Cana; Choir and Band performing in local venues.

Many lunchtime clubs were established and led by teachers, such as; Robotics, Maths Olympiad, Homework Club, Kindy social skills club, Senior and Junior Choir; Library time; Drama; 'Little Big ideas'.

The annual Creative Arts Festival (Music, Dance, Drama) was successfully held over two nights at the Concourse, Chatswood. 'The Very Hungry Bookworm' was the theme of 2017.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	80.00 %	55.50 %	4.44 %	10.50 %
	Reading	77.78 %	51.60 %	0.00 %	10.00 %
	Writing	80.00 %	44.60 %	0.00 %	7.50 %
	Spelling	73.33 %	45.60 %	4.44 %	13.10 %
	Numeracy	75.56 %	39.80 %	2.22 %	11.40 %

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	64.71 %	34.40 %	5.88 %	17.50 %
	Reading	64.71 %	37.00 %	0.00 %	14.60 %
	Writing	29.41 %	15.80 %	2.94 %	19.40 %
	Spelling	58.82 %	34.30 %	0.00 %	14.10 %
	Numeracy	64.71 %	27.90 %	0.00 %	14.60 %

NAPLAN Comments

The 2017 NAPLAN results reveal a high level of achievement with all results considerably above the NSW average, the average for CEC schools, as well as CSO Broken Bay schools.

The Year 3 students at OLD achieved outstanding results, with over 80% of students at proficiency (top 2 bands) for writing and Grammar and Punctuation and all other domains had over 70% of students at proficiency. These results are considerably higher than CSO and CEC schools, as well as State wide data.

The OLD students in Year 5 have a higher percentage of students in Band 8 in all testing areas (except writing) compared to all other comparable entities (NSW, CEC and CSO schools).

The overall growth in Year 5 Reading results from 2015-2017 is quite substantial and there continues to be a positive growth in Numeracy since 2015 in Year 5 too. When investigating individual student growth from Year 3 to Year 5, it is apparent that the majority of students in Year 5 have had a positive growth in Spelling, Numeracy, as well as Grammar and Punctuation.

When investigating student growth from Year 5 to Year 7, all students experienced growth in Reading and Numeracy. All this considered, the vast majority of students experienced growth in all other areas of NAPLAN.

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2013) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017. Note: the policy on the CSO website is the updated policy for implementation in 2018.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. Changes were made to this policy in 2017 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

Complaints Handling Policy

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

Initiatives Promoting Respect and Responsibility

Our Lady of Dolours has continued to develop and promote the values of respect and responsibility through initiatives relating to both the school and community.

On a school level, the students and staff continue to work together and to further develop our school values of being Responsible, Respectful, Safe and being Good Learners. The Yr 6 leadership groups were formed at the beginning of the year. Each of these twenty groups has approximately fourteen students comprised of K-6 children. These groups have been beneficial for Yr 6 as they promote essential skills such as leadership, responsibility, organisation and teamwork.

The implementation of the second component of the Kids Matter Program: *Developing children's social & emotional skills* was successful especially in educating staff on the impact and importance social & emotional skills have on a students' learning.

The SEL tracker was introduced and used this year by all K-6 teachers. This tracker allowed teachers to determine where all students were in relation to their SEL skills. This will determine our future direction in 2018.

On a community level, we continue to work with many organisation contributing to the welfare of the marginalised in our community and around the world.

A group of resourceful Yr 4 students started a project because they wanted to help those less fortunate children from the Maubara Orphanage in East Timor. All of Year 4 collected toys from K-6 students and then selling them during lunch time.

The Samaritans Purse Christmas appeal was a great success with families working together to each create a box of toys, books etc to donate to children around the world.

Students also raised funds for Catholic Mission and CARITAS to support the myriad of services these organisations offer worldwide.

The school staff prepared personal hygiene resources for women in refuges in and around Sydney too.

Our Assistant Principal continues to raise funds for orphanages in Cambodia, making students aware of a greater need of care and concern for others in our world. The term 'Stewardship' will be looked at more closely in 2018.

All these initiatives make the students aware of those less fortunate and offer them a chance to contribute, as well as to develop a greater awareness and responsibility for those people in the world who don't have the things they have.

SECTION NINE: SCHOOL IMPROVEMENT

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan *Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

At the commencement of 2017, both the Principal and Assistant Principal were new to the school; SIP goals for 2017 were refined throughout Term 1 based on observations and investigations.

Teaching and Learning

- Cultures of Thinking: Focus on “The Understanding Map” and rich questioning
- Writing: Focus on Tier 2 words to improve student writing.
- ICLT: Integrating the Google Drive into our classrooms. Associated PL to address what we, as a K-6 team, agree to achieve with our new technology to ensure students are developing vital digital literacy skills

Mission

- Assessment in RE: Ensuring assessment tasks in RE are ‘rich’ and give teachers confidence to grade students’ knowledge/skills more diversely
- Exploring the Mercy charism: Exploration of colour house patrons and deepening understanding of the life of Catherine McAuley

Pastoral Care

- The SEL Continuum: Further ‘unpack’ the SEL Continuum and analyse data to determine class and school trends/needs
- PBL Groups: Continue the progress with newly instated ‘cross-grade’ PBL groups

Priority Key Improvements for Next Year

2018 is a Whole School Review year for OLD. At the end of 2017 staff and parents engaged in preliminary work on our new strategic plan 2018-2020. Following are both the strategic goals and 2018 SIP goals.

Mission STRATEGIC GOAL: To ignite students to be disciples of Jesus in our 'Neighbourhood of Grace' and beyond.

- 2018 SIP goal: To develop our students' understanding of a 'Neighbourhood of Grace' and what it means in their daily lives.

Teaching and Learning STRATEGIC GOAL: To develop critical and innovative thinkers, seeking excellence; embracing challenge with excitement and perseverance.

- 2018 SIP goal: To embrace a culture of thinking in all students

Pastoral Care STRATEGIC GOAL: To enhance students' social and emotional intelligence.

- 2018 SIP Goal: To develop students' self-awareness and positive emotional regulation.

SECTION TEN: COMMUNITY SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Perhaps the most informative parent feedback survey used this year was the Term 4 Diocesan pilot satisfaction survey, "Tell them from me". This survey received a completion rate of 36% of all school families thanks to dedicated pushing and encouragement from the school leadership team and the school administrative staff - (Amongst a variety of strategies, 'encouragement' included providing parents with computers at pick-up and drop-off times each day over a full week).

From this survey, parents revealed that during 2017 they are particularly pleased with:

- School facility improvements
- School ICLT improvements
- The welcoming staff and community

Areas for suggested development include:

- Support with Home Learning

Aside from the "Tell them from me" survey, the school utilised 'Survey Monkey' and 'Google Forms' to ensure the best consultation processes for families to register their 'voting' and thoughts on a variety of issues like: "Should we change the school crest back to the traditional Mercy crest?" and "Should we introduce a P+F fundraising levy incorporated within the school fees commencing 2018?"

Student Satisfaction

Students were surveyed at the beginning of the year and at the end of the year via 'Google Forms' regarding their levels of enjoyment and engagement in learning at school. It is most pleasing to note that there was improvement/growth in the end of year survey.

Students were also surveyed within the "Tell them from me" survey in Term 4. Survey results revealed student satisfaction regarding:

- Participation in extra curricular activities
- How students value their learning

Survey results indicated improvement could be found regarding:

- Attitudes towards home learning

Teacher Satisfaction

Teachers were surveyed within the “Tell them from me” survey, and results indicated satisfaction regarding:

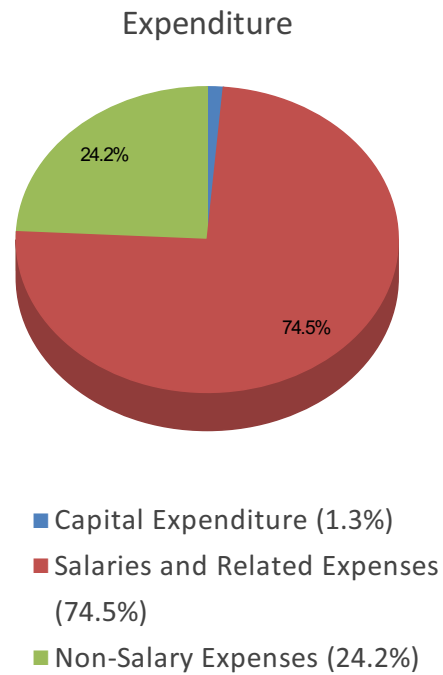
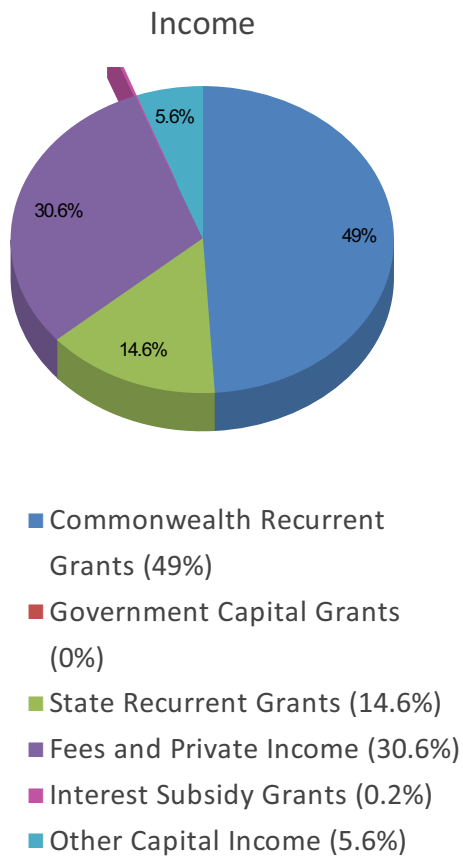
- Professional Learning in general, particularly regarding ‘Cultures of Thinking’
- Support from the leadership team and from staff in general
- The welcoming and inclusive staff community

Survey results indicated improvement could be found regarding:

- Involving parents in students learning
- Collaboration regarding home and school in regards to learning

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,945,213
Government Capital Grants	\$0
State Recurrent Grants	\$579,535
Fees and Private Income	\$1,214,360
Interest Subsidy Grants	\$7,157
Other Capital Income	\$221,822
Total Income	\$3,968,087

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$50,713
Salaries and Related Expenses	\$2,798,545
Non-Salary Expenses	\$908,892
Total Expenditure	\$3,758,150